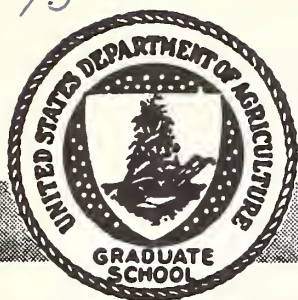


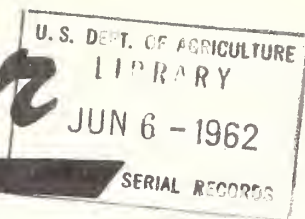
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Newsletter



GRADUATE SCHOOL ★ USDA

May 17, 1962

MARK YOUR CALENDAR

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|-----------------|--|
| May 28 - June 2 | Registration for summer session |
| June 4 | Classes begin |
| June 5 | Faculty luncheon, Dr. Joseph L. Mathews, Director, Division of Research & Training, Federal Extension Service, U.S. Department of Agriculture, will report on his year as a fellow at the Center for the Advanced Study in the Behavioral Sciences, Stanford, California |

The preview of our recent study on instructional improvement in our last Newsletter prompted many inquiries. The enclosure in this issue of the letter should answer most of the questions. This report was prepared by Harold Breimyer, Chairman of the committee that made the study. We are very grateful to you for completing the questionnaire and to the committee for their recommendations.

Our General Administration Board has directed us to move ahead with vigor on the following proposals for training foreign nationals in public administration. (1) From AID to train three or four more groups of Congolese and possibly a group from Latin America; and (2) To train a group of 17 high level officials from Liberia. We have also agreed to cooperate with Foreign Agricultural Service, AID, and University of Wisconsin in offering another six-week course in "Public Administration in Agricultural Development for Foreign Nationals".

What's in a name? This question has been a perennial one with the USDA Graduate School. Old timers in the School will recall the dis-

cussions of 1948 when a committee, chaired by Dr. Sherman Johnson, on long range plans proposed that the school be renamed the USDA Graduate School and Educational Center. The question has come to the front again in recent months as we expand our activities and as our work is becoming more widely known. Many people asked why we call ourselves a Graduate School when we do not give degrees, and why we identify ourselves as USDA when our activities reach throughout the Federal government.

Some suggested names are:

Government Service Graduate School, USDA
U.S. Government Employees' Training School, USDA
The Continuing Education Center, USDA

What is your reaction to these proposals? Can you suggest a name that would describe more adequately the program now and as it will become in the years ahead?

We learned about the "girls" in our future at our faculty luncheon, May 1. Our speaker, Assistant Secretary of Labor, Esther Peterson, pointed out that the 24 million women now in the labor market will increase to 30 million by 1970, when one in every three workers will be a woman. An urgent task of our society -- to examine woman's place in our working force -- has been assigned to the President's Commission on the Status of Women. Mrs. Eleanor Roosevelt is the chairman.

The Commission is studying the status of women as it relates to: employment policies and practices of the Federal government; jobs under Federal contract; tax laws, unemployment insurance, social security and pension systems; Federal and state labor laws; minimum wages; legal treatment; new and expanded services such as day-care of children; and education.

We already know that women in the Federal government are grouped heavily in the lower paying jobs. Through the influence of the Commission, the Civil Service has ruled that equal responsibilities must carry equal opportunities and that an employer who requests a man for a specific job must justify his request.

The responsibility for education falls largely in two parts -- in the training and guidance of women who are now the voiceless ones in our society --

those not making minimum wages and not skilled to hold better jobs -- and at the other end of the scale, the college-trained women who withdraw from the labor market to rear a family and wish to return to work when the youngest child enters school.

Filling in Mrs. Peterson's sketch on educational needs of women in the years ahead were Eleanor Dolan, Staff Associate in Higher Education of the A.A.U.W., Constance G. Coblenz, Registrar of the Graduate School, and Mary K. Settle, National Training Director of the American Red Cross.

Dr. Dolan seeks a major task -- that of holding girls in school long enough to give them the skills needed in the working force in 1970 when less than 5% of the jobs will be for unskilled workers. She also mentioned the A.A.U.W. College Faculty Program now getting under way in the Southeast on the reeducation of mature college women for teaching, research, or administration on the college level. The Rockefeller Brothers Fund is financing the project.

Mrs. Coblenz raised the question whether we should structure Graduate School courses that are of interest primarily to women. We offer a number of courses that are designed to help women get into the labor market -- shorthand, editing, library techniques, substantive courses for women who wish to return to teaching. Should we structure more of our program with womenpower needs in mind?

Dr. Settle asked us to probe more deeply into the assumptions of the working woman's behavior. Are these assumptions fallacious? What should we be doing to bring about change in perception and assumption? How can we change minds to appreciate the women's contribution and potential for contribution more fully? What is the challenge to education?

A scientific concept that could bear strongly on adult education developments in coming years was presented by Paul A. Weiss of the Rockefeller Institute at the 99th annual meeting of the National Academy of Sciences here last month.

Dr. Weiss offered dramatic proof that nerves are living, pulsing organisms and not just telephone-type communication lines for the body. His finding means that nerves like muscles must be kept going. "Just as exercise improves muscle development, so might the exercise of nerves improve learning and behavior patterns. What nerves might need for better conditioning is more active use through reading, observing and reacting."

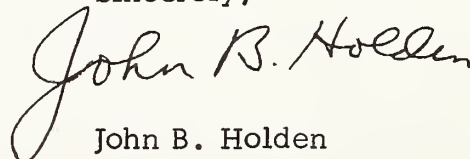
Each Thursday afternoon at 4:40 the conference room at the Agricultural Research Center at Beltsville becomes a studio. And 14 people who earlier in the day worked at their jobs as biological scientists, architects, economists, housewives, and secretaries become artists, working in varied media.

Their teacher is Benjamin Abramowitz, who has gained great skill in provoking people out of habitual patterns into creative experience. His classes are informal, enthusiastic, and expressive. Mr. Abramowitz is well known in the Washington art community where he has been teaching for the past 20 years. Along with the class at the Center he is presently teaching at the Maryland League for Arts and Crafts in Takoma Park and at the Jewish Community Center in Washington. He is a former faculty member of the Washington Workshop of the Arts and several years ago was a co-teacher with Mrs. Arthur Goldberg. His own paintings are highly regarded by the critics to judge from comments on his most recent one-man show in 1960 at the Baltimore Museum. He has another one-man show coming up at the Corcoran Gallery some time this year. It will consist of 20 paintings and 10 drawings of contemporary landscapes.

Trained at Brooklyn Museum and the National Academy of Design, Mr. Abramowitz moved to Washington at the beginning of World War II when he joined the Soil Conservation Service. He is an engraver.

Graduate School students have long testified to the skill of Amy G. Cowing as a teacher of readable writing. We were delighted recently to learn that Mrs. Cowing has been granted a USDA Sustained Performance Award for her leading role in putting readability formulas into practice use. She has analyzed some 10,000 publications and worked with people throughout the Federal Extension Service on the readability of Extension publications.

Sincerely,

A handwritten signature in cursive script that reads "John B. Holden". The signature is written in dark ink and is positioned above the typed name and title.

John B. Holden
Director